

**Team Objectives Related to Recommendations from Student Achievement  
Target in Spelling report and Reading data report to BOT in April**

<b><u>Team</u></b>	<b><u>To Continue</u></b>	<b><u>To Start</u></b>
<b>Senior</b>	<ul style="list-style-type: none"> <li>- To continue Switch on to Spelling programme syndicate wide with established team commitment to up skilling and making best use of the resource</li> <li>- To continue in class support to help new teachers. (spelling and reading)</li> </ul>	<ul style="list-style-type: none"> <li>- To use homework routines to focus on generalising spelling skills.</li> <li>- Set up a syndicate (school wide) spelling page with relevant resources/interactives.</li> <li>- To make team resource purchase inline with team needs. (focus on literacy)</li> <li>- To focus on literacy PD opportunities to meet areas of need in senior team.</li> </ul>
<b>Middle</b>	<p>Team Leader will ask for names of at risk children to ensure all children have individual programmes in place.</p> <ul style="list-style-type: none"> <li>• Ensure all classes have proof reading resources and children can use these</li> <li>• Sounds Alive as a focus PD from Wk 5-10</li> <li>• Have all children at risk been identified and adequate program in place for them and ensure reading groups reflect needs identified</li> </ul>	<ul style="list-style-type: none"> <li>• Team needs to develop a consistent approach to proof reading including the use of rubric and teacher modelling</li> <li>• Increase use of big books in reading programme-we have purchased the Spring Board into Comprehension – share how these can be best used in Team meetings</li> <li>• Use reading rotation ideas to promote SRL at reading time from resources purchased for Team.</li> </ul>
<b>Junior</b>	<ul style="list-style-type: none"> <li>• Evidence seen in planning and progress that the programme is catering for individual needs.</li> <li>• Junior reading tracker updated monthly</li> <li>• Reading Protocol adhered to</li> <li>• Focus group on the identified 45% of boys achieving below expectation</li> <li>• Teachers will be encouraged to go and observe in other classes (and perhaps in other schools)</li> <li>• Reinforcing that literacy and numeracy are our core so setting focused PD around these key areas (as this would be of greatest benefit). Quality is very important.</li> <li>• Weekly Sounds Alive plans with</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly reading plans to include groupings and WALT's (highlighting specific learning needs with formative feedback).</li> <li>• Barbara to undertake all SEA testing, (near-future focus – then graph these against the school/national norms, then report findings to parents &amp; teachers). This will provide more in-depth information related to early literacy indicators of below or above average ability. These children can then be tracked &amp; monitored earlier.</li> <li>• Small Focus Group (of teachers) to meet to identify high needs and to look constructively at our literacy programmes (Gill, Barb, Tanya, Anna and Nicki)</li> <li>• Gain constructive feedback about</li> </ul>

	<p>group WALT's. SA Protocol</p> <ul style="list-style-type: none"> <li>• Surface features/proof reading Rubric. Optional self assessment</li> <li>• PD is viewed as VERY important for teachers</li> <li>• Same "language" is used across school</li> </ul>	<p>individuals literacy programme</p> <ul style="list-style-type: none"> <li>• Teachers to observe Gill Latimer teaching a child in reading recovery in your class</li> <li>• Syndicate meetings with focused literacy PD (trialling one next week)</li> </ul>
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**Team Leaders 15 May 2009**